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A book of this general character should precede or accompany the study of history, politics, and sociology in the schools. This volume is not itself so well adapted to school use as Professor Keane's *Ethnology* or his *Man, Past and Present*, but it is admirably adapted to the intelligent public.

The problem of space has made it necessary to neglect some aspects of the life of the different groups of mankind. The formal descriptions, the enumeration of peoples, and the geographical relations are well done, but social and mental questions are not so well handled.

It is interesting to note that the author, while "eschewing debatable questions," such as the origin of exogamy, group marriage, and magical practice, expresses himself without hesitation on such questions as "the cradle of the human race," and "the original home of the white man." These and some like questions are regarded as also debatable by many ethnologists, but they are among the questions on which Dr. Keane has made up his mind.

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*The Kindergarten in American Education.* By NINA C. VANDEWALKER, Director of the Kindergarten Training Department, State Normal School, Milwaukee. New York: Macmillan.

It is generally acknowledged that the kindergarten is in a transitional stage, in America at any rate. This is not to be wondered at, since our entire educational system is in a state of flux; and it is probable that the kindergarten is not changing more vitally in its philosophy and methods than is the elementary or the high school. Indeed, the kindergarten has resisted quite effectually the forces in American education which have unsettled the foundations of the traditional educational structure. Nowhere in the whole world has there been such searching criticism of educational theory and practice as there has been in our country the last fifteen years or so; and while the kindergartners have come in for their full share of this criticism, yet they have been remarkably steadfast in their loyalty to their institution as it has come down to them from its founder. No body of teachers in this country, either in our own day or in the past, have been so devoted to a man and his gospel

as have the kindergartners. The Herbartians were for a brief space extraordinarily zealous in promulgating the teachings of their leader; but they have already well-nigh lost their identity, and have become assimilated with the general educational movements of the times. Herbart as a distinct personality does not now stand out clearly in our educational theorizing as he did a few years ago; but Froebel has suffered no such eclipse. His devoted followers have preserved himself and his doctrines from effacement in the great educational revolution which has been in progress in our country the past two decades.

The story of the career in America of this remarkable institution can hardly fail to be of interest to any student of social or educational movements. It is more properly a story than a history; for the events described are of too recent occurrence to have the character of historical fact. Most of the names of educational men and women (and there are many of them) mentioned in Miss Vandewalker's book are now in the prime of their professional life. Some of them are still in the transitional stage, and they would at this moment hardly acknowledge the views which they advanced a few years ago and which are written down to their credit in this book. Because of its contemporaneousness the book is unusually concrete and explicit, and not in the least speculative. The author aims to give facts in a simple, straightforward way; and she does not attempt often to enter a plea for the kindergarten or condemn it on any point, though her treatment is sympathetic throughout.

So far as the present writer can tell, the data presented in this volume are reliable, and they are given in great abundance. On almost every page there are many names of persons and organizations and places which have played some part in the development of the American kindergarten. The story starts at the beginning of the kindergarten movement in this country, and it follows its expansion down through the decades to our own day. The author shows how the kindergarten "idea" became recognized and fostered by women's clubs, and what a rôle it has played in church, Sunday school, mission, temperance, and settlement work. Progress in kindergarten literature is traced, as is also the incorporation of the kindergarten in the public-school system, and its influence upon elementary education. For the student of educational theory the last two chapters of the book will prove of chief interest. These chapters deal with (1) the changes produced by the kindergarten

in modern primary education, and present-day tendencies in the kindergarten. Miss Vandewalker maintains that the primary school would still be formal, wooden, mechanical, if it were not for the kindergarten, which has compelled the primary teacher to assume a different attitude toward her pupils, and to introduce games and plays, constructive activities, drawing, music, etc., into the schoolroom. It is certain that some of the readers of her book will think that she claims too much for the kindergarten in its influence upon the elementary school, and neglects other and very powerful forces that have been at work to make the teaching and discipline of the primary school more vital and sane and effective.

Miss Vandewalker recognizes that the kindergarten as developed by Froebel must be modified in respect to details at any rate to conform to the requirements for healthful and effective education as indicated by modern science. Moreover, there are peculiarities in the social organization and the temperament of American people which require that the kindergarten must be adaptable, or else it will not become a part of the public-school system of our country. It is occasion for congratulation that the leaders in the kindergarten movement, such as the author of this volume, are thoroughly progressive, and eager to keep the kindergarten fully abreast of scientific investigation, while at the same time preserving its peculiar temper and quality.

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*American Communities and Co-operative Colonies.* By WILLIAM ALFRED HINDS, PH.D. Second Revision. Chicago: Kerr, 1908. Pp. 608.

This book is written for the purpose of convincing its readers that the ultimate aim of social development is communism as the recognized basis of society. For this purpose there is an encyclopedic array of facts concerning most of the communistic movements in American history. The book aims to be scientific; the author wishes to become authority on the subject. He has succeeded in giving us a valuable book of reference abounding in facts but very popular in character.

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